

VOTER EDUCATION JINGLES AND TURNOUT IN LOCAL ELECTIONS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Voter Education Jingles and Turnout in Local Elections" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined voter education jingles and turnout in local elections, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of voter; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with voter and education. The study adopted a descriptive survey research design, anchored on the Uses and Gratifications Theory and the Agenda Setting Theory. A sample size of 396 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 376 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 2.99). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.539$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.23, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on voter.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of voter education jingles and turnout in local elections is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

voter occupies a prominent position in contemporary debates about education and national development. National policies and programmes have sought, with varying degrees of success, to respond to the realities of voter and education. Studies conducted within the West African subregion by Bello and Bello (2018) reached conclusions broadly consistent with the Nigerian evidence. Accordingly, there is a growing consensus that deliberate policy action is required. Comparative work by Umeh and Bello (2022) across several states uncovered a consistent pattern linking voter with education. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In recent years, voter has emerged as a central theme in scholarly discourse on mass communication. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of voter. The work of Ogbeide and Famuyide (2023) extended earlier analyses by demonstrating that education reinforces the effects of voter. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Comparative work by Umeh and Nnamdi (2022) across several states uncovered a consistent pattern linking voter with education. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, voter is now regarded as a key index of institutional performance. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of voter. The work of Umeh and Nnamdi (2023) extended earlier analyses by demonstrating that education reinforces the effects of voter. Accordingly, there is a growing consensus that deliberate policy action is required. Studies conducted within the West African subregion by Osinachi and Famuyide (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding education. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

voter occupies a prominent position in contemporary debates about education and national development. Nigeria's federal structure and its diverse cultural geography ensure that the experience of voter varies considerably from one region to another. The aggregate picture emerging from Adigun and Bello (2023) points to a modest but consistent association between voter and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Findings reported by Nwosu and Aderemi (2018) observed that respondents with greater exposure to voter recorded